Recommendations by the Accreditation Team and Report of the Accreditation Visit for Professional Preparation Programs at California State University, Northridge

Professional Services Division

December 20. 2003

Overview of This Report

This agenda report includes the findings of the Accreditation Team visit conducted at California State University, Northridge. The report of the team presents the findings based upon reading the Institutional Self-Study Reports, review of supporting documentation and interviews with representative constituencies. On the basis of the report, an accreditation recommendation is made for the institution.

Accreditation Recommendations

(1) The Team recommends that, based on the attached Accreditation Team Report, the Committee on Accreditation make the following accreditation decision for California State University, Northridge and all of its credential programs: **ACCREDITATION**

On the basis of this recommendation, the institution is authorized to recommend candidates for the following Credentials:

- Adapted Physical Education Credential
- Administrative Services Credential Preliminary Professional
- Clinical Rehabilitative Services Credential Language Speech and Hearing Audiology Special Class Authorization
- Education Specialist Credentials

Preliminary Level I

Deaf and Hard of Hearing

Deaf and Hard of Hearing Internship

Early Childhood Special Education

Mild/Moderate Disabilities

Mild/Moderate Disabilities Internship

Moderate/Severe Disabilities

Moderate/Severe Disabilities Internship

Blended Program-Mild/Moderate Disabilities

Professional Level II
Deaf and Hard of Hearing
Early Childhood Special Education
Mild/Moderate Disabilities
Moderate/Severe Disabilities

- Health Services (School Nurse) Credential
- Multiple Subject Credential
 Multiple Subject
 CLAD/BCLAD Emphasis (Korean, Spanish)
 Multiple Subject Internship
 Blended Program
- Pupil Personnel Services Credential School Counseling School Counseling Internship School Psychology School Psychology Internship
- Reading and Language Arts Specialist Credential Reading Certificate Reading and Language Arts Specialist
- Resource Specialist Certificate
- Single Subject Credential
 Single Subject Credential
 CLAD/BCLAD Emphasis (Korean, Spanish)
 Single Subject Internship
 Blended Program- English, Mathematics
- (2) Staff recommends that:
 - The institution's response to the preconditions be accepted
 - California State University, Northridge be permitted to propose new credential programs for approval by the Committee on Accreditation.
 - California State University, Northridge be placed on the schedule of accreditation visits for the 2007-2008 academic year subject to the continuation of the present schedule of accreditation visits by both the National Council for the Accreditation of Teacher Education and the California Commission on Teacher Credentialing.

Background Information

California State University, Northridge (CSUN) is one of 23 campuses in the California State University System and is one of the largest institutions in the state. It is the third largest public university in Los Angeles County after University of California, Los Angeles and California State University, Long Beach and the largest residential campus in the California State University system.

In the fall of 1956, the San Fernando Valley Campus of the Los Angeles State College of Applied Arts and Sciences was established on the present site of the University. Soon afterward the California Legislature passed a bill which provided that the campus would separate from its parent college on July 1, 1958, its founding date, and become San Fernando Valley State College. At that time it had an enrollment of about 3,300 students with a faculty of 104. On June 1, 1972 the college was renamed California State University, Northridge.

The campus is located in the San Fernando Valley, the northern part of the city of Los Angeles, which at the time of its founding, was mostly an agricultural area. Not unlike the San Fernando Valley, the institution has experienced enormous growth over the last forty or so years from its small beginnings in the late fifties to over 30,000 students, 1700 faculty and 2000 staff today. In 2000-2001, 4387 students received bachelor's degrees in 59 disciplines and 798 students received master's degrees in 41 disciplines. The institution is made up of nine colleges: The College of Arts, Media, and Communication; The College of Business and Economics; The College of Education; the College of Engineering and Computer Science; the College of Extended Learning; the College of Health and Human Development; the College of Humanities; The College of Science and Mathematics; and the College of Social and Behavioral Sciences.

Today, CSUN is the midst of a large urban area with major entertainment areas, financial districts, shopping centers, and eight freeways connecting it to the rest of Southern California. The latest census data indicate that the San Fernando Valley's population is around 1.8 million with the following ethnic makeup: White 60%; Hispanic 39%; Asian Pacific 10%; African American 4%; Native American 1%, and multiple race 6%. The CSUN student population generally reflects the Valley's diversity. Males make up approximately 60 % of the undergraduate student population and approximately 70 % of the graduate student population. From an ethnic perspective, approximately 32 % of the undergraduates and nearly 50% of the graduate students are white.

In January 1994, a devastating earthquake hit the area and with the epicenter at its edge, CSUN suffered major damage. However, the campus reopened with temporary buildings in a few weeks and today there is little evidence of the damages with most damaged buildings repaired or replaced.

CSUN describes as its mission the enablement of students to realize their educational goals and that its first priority is to promote the welfare and intellectual progress of students. The institution describes a vision that is inspired by the belief that its commitment to educational opportunity, inclusion and excellence will extend the promise of America to succeeding generations creating "a vanguard of leaders for the next century---committed to sustaining a democracy in which diverse people share in the rights and responsibilities of citizenship, proficient in applying technology to wise

purposes, and dedicated to securing a humane world community and sustaining the bounty of the Earth". To this end, the institution subscribes to the following values:

- Commitment to Teaching Scholarship and Active Learning
- Commitment to Excellence
- Respect for all People
- Alliance with the Community
- Encouragement of Innovation, Experimentation, and Creativity

The Michael D. Eisner College of Education is one of nine colleges at CSUN. The COE has six departments: Deaf Studies TDD; Educational Leadership and Policy Studies; Educational Psychology and Counseling; Elementary Education; Secondary Education; and Special Education. The College his headed by a Dean, an Associate Dean, a Manager of Academic Resources, Director of Development and a Director, Credential Preparation Office and each department is headed by a chair. There are 88 full time faculty and 198 part time faculty.

The COE offers three types of initial teacher preparation programs: Multiple Subject Credential (Elementary); Single Subject Credential (Secondary) and Education Specialist Credential (K-12), Level 1. There are multiple pathways to each of the credentials. This is due in part to new California standards or credential options and the institution's decision to be an early adopter of the new standards, the great demand for teachers (internship credential pathway with LAUSD) in the Los Angeles area, funding for model programs for urban education and the need to provide for completion by candidates under older pathways.

At the advanced level, there are eight preparation programs:

- Administrative Services Credential/MA;
- Education Specialist Credential K-12) Level II/MA in Special Education;
- MA in Education, Option in Curriculum and Instruction Multilingual/Multicultural Education (for practicing teachers – offered by Elementary Dept);
- MA in Education, Options in Computers and Educational Technology; Cross Cultural, Language and Academic Development (CLAD) Curriculum and Instruction, Reading Improvement; Subject Specialist: English, Mathematics, Science or Social Science Education;
- Reading Certificate/Reading and Language Arts Specialist Credential K-12/MA in Education-Option in Language and Literacy -- Elementary Dept AND Reading Certificate/Reading and Language Arts Specialist Credential/MA in Education-Option in Reading Improvement - Secondary Dept
- School Counseling Credential/MS in Counseling, Option in School Counseling
- School Psychology Credential/MS in Counseling, Option in School Psychology
- MA in Education, Options in Development, Learning and Instruction, and Early Childhood Education (Education Psychology and Counseling Dept)

There are three programs outside the COE and housed in College of Health and Human Development:

- Adapted Physical Education Specialist Credential
- Clinical Rehabilitative Services Credential/MS in Communication Disorders
- Health Services Credential

The University's location in the San Fernando Valley is in the Los Angeles Unified School District. The district is organized into 11 local districts. The COE has its most significant partnerships with three LAUSD local districts: District A, Northwest Valley; District B, Northeast Valley; District C, Southwest Valley. These three districts enroll over 200, 000 students. In addition, other school districts in the greater San Fernando Valley area include the Burbank Unified School District, the Glendale Unified School District, the Hart Union High School District, the Los Virgenes Unified School District, and a number of smaller districts.

Merged COA and NCATE Visit

This was an continuing accreditation visit by the National Council for Accreditation of Teacher Education (NCATE). The visit merged the accreditation processes of the Committee on Accreditation (COA) and the National Council for the Accreditation of Teacher Education (NCATE) according to the approved protocol. The Accreditation Team, which included membership from the COA and NCATE, received a single Institutional Self-Study Report, worked from a common interview schedule, and collaborated on all decisions related to accreditation standards.

The merged visit was based upon the partnership agreement reached between the COA and NCATE. The first partnership agreement was developed and signed in 1989. The Partnership was revised and renewed in 1996 and subsequently revised and renewed in 2001. The Partnership Agreement requires that all California universities who are NCATE accredited participate in reviews that are merged with the State's accreditation process. The agreement allows the university the option to respond to the NCATE 2000 Standards, provided that the Commission's Common Standards are addressed in the context of that response. It also allows the subsequent accreditation team report to be written based upon those standards. California State University, Northridge exercised that option. In addition, the institution must respond to all appropriate Program Standards. The agreement also states that the teams will be merged, will share common information and interview schedules, and will collect data and reach conclusions about the quality of the programs in a collaborative manner. However, the accreditation team will take the common data collected by the team and adapt it according to the needs of the respective accrediting bodies. This is because the NCATE Unit Accreditation Board needs a report that uses the familiar language and format of the NCATE standards rather than the language that is needed for the COA (i.e., information about Common Standards and Program Standards.) As with the previous partnership agreements, universities are not required to submit Folios to the NCATE-affiliated professional associations if they are part of a state partnership.

Preparation for the Accreditation Visit

The Commission staff consultant. Dr. Lawrence Birch, was assigned to the institution in September 2000 and met with institutional leadership initially shortly after that time. Over the next two years, there were two consultant meetings with faculty, program directors and institutional administration. The meetings led to decisions about team size, team configuration, standards to be used, format for the institutional self-study report, interview schedule, logistical and organizational arrangements. In addition, telephone, e-mail and regular mail communication was maintained between the staff

consultant and institutional representatives. The Team Leader (Co-chair for the visit), Dr. Emily Brizendine, was selected in May 2002. The Chair of the NCATE Board of Examiners (Co-chair for the visit), Dr. David Young, was assigned in June, 2002. The team size agreement was signed on September 6, 2002. On October 1, 2002, the team co-chairs and the staff consultant met with the representatives of CSU Northridge to make final determinations about the interview schedule, the template for the visit and any remaining organizational details.

Preparation of the Institutional Self-Study Report

The Institutional Self-Study Report was prepared beginning with responses to the NCATE unit standards and appropriate references to the California Common Standards. This was followed by separate responses to the Program Standards. For each program area, the institution decided which of the five options in the *Accreditation Framework* would be used for responses to the Program Standards. Institutional personnel decided to respond using Option One, California Program Standards, for all program areas, with the exception of the Clinical Rehabilitative Services Credential Program. The standards of the American Speech/Language and Hearing Association (ASHA) were used for that program.

Selection and Composition of the Accreditation Team

Decisions about the structure and size of the team were made cooperatively between the Dean and Faculty of the College Education and the Commission Consultant. It was agreed that there would be a team of twenty consisting of a Team Leader, a Common Standards Cluster that would include four NCATE members and two COA members; a Basic Credential Cluster of five members; a Specialist Credential Cluster of four members, and a Services Credential Cluster of four members. The Dean and Consultant assigned each credential program to one of the program clusters. The Commission Consultant then selected the team members to participate in the review. Team members were selected because of their expertise, experience and adaptability, and training in the use of the *Accreditation Framework* and experience in merged accreditation visits.

The COA Team Leader and the Chair of the NCATE Board of Examiners served as Co-Chairs of the visit. Each member of the COA/NCATE Common Standards Cluster examined primarily the University's responses to the NCATE Standards/Common Standards but also considered the Program Standards for each credential area. Members of the Basic, Specialist and Services Clusters primarily evaluated the institution's responses to the Program Standards for their respective areas but also considered unit issues.

Intensive Evaluation of Program Data

Prior to the accreditation visit, team members received copies of the appropriate institutional reports and information from Commission staff on how to prepare for the visit. The on-site phase of the review began on Saturday, November 16. The Team Leader and the two COA members of the Common Standards Cluster and CCTC staff

arrived on Saturday afternoon and begin their deliberations with the four NCATE team members. It included orientation to the accreditation procedures and organizational arrangements for both the COA and NCATE team members. On Sunday morning, November 17, the Common Standards Cluster examined documents on the campus. The remainder of the team arrived on Sunday afternoon with a meeting of the entire team followed by organizational meetings of the clusters. The institution sponsored a working dinner on Sunday evening to provide an orientation to the institution.

On Monday and Tuesday, November 18 and 19, the team collected data from interviews and reviewed institutional documents according to procedures outlined in the Accreditation Handbook. The institution arranged to transport members of the team to the Channel Islands campus where some classes are held, to some professional development schools, and to various local school sites used for collaborative activities. There was extensive consultation among the members of all clusters, and much sharing of information. Lunch on Monday and Tuesday was spent sharing data that had been gathered from interviews and document review. The entire team met on Monday evening to discuss progress the first day and share information about findings. On Tuesday morning, the team Co-chairs met with institutional leadership for a mid-visit status report. This provided an opportunity to identify areas in which the team had concerns and for which additional information was being sought. Tuesday evening and Wednesday morning were set aside for additional team meetings and the writing of the team report. During those work sessions, cluster members shared and checked their data with members of other clusters and particularly with the Common Standards Cluster, since the NCATE/Common Standards findings also affected each of the Program Clusters.

Preparation of the Accreditation Team Report

Pursuant to the *Accreditation Framework*, and the *Accreditation Handbook*, the team prepared a report using a narrative format. For each of the NCATE/Common Standards, the team made a decision of "Standard Met" or "Standard Not Met." The team had the option of deciding that some of the standards were "Met Minimally" with either Quantitative or Qualitative Concerns. The team then wrote specific narrative comments about each standard providing a finding or rationale for its decision and then noted particular Strengths beyond the narrative supporting the findings on the standards and Concerns beyond the narrative supporting the findings on the standard.

For each separate program area, the team prepared a narrative report about the program standards pointing out any standards that were not met or not fully met and included explanatory information about findings related to the program standards. The team noted particular Strengths beyond the narrative supporting the findings on the standards and Concerns not rising to the level of finding a standard less than fully met.

The team included some "Professional Comments" at the end of the report for consideration by the institution. These comments are to be considered as consultative advice from the team members, but are not binding of the institution. They are not considered as a part of the accreditation recommendation of the team.

Accreditation Decisions by the Team

After the report was drafted, the entire team met Wednesday morning for a final review of the report and a decision about the results of the visit. The team discussed each NCATE/Common Standard and decided that all standards were fully met.

The team then specifically discussed each program area and decided that all Program Standards that were fully met, with the exception of six standards across three program areas. The strengths and concerns related to each credential program were also reviewed. One standard for the Single Subject program was "Met with Concerns" four standards in the School Psychology program were "Met Minimally" and one standard in the Health Services Program was "Not Met." Even though there were five standards less than fully met, one standard not met and some concerns were identified, the team determined that there were numerous compensating strengths both institution-wide and in all program areas. The team concluded that all credential programs were strong, effective and of high quality.

The team made its accreditation recommendation based on its findings and the policies set forth in the *Accreditation Handbook*. The team decided on an accreditation recommendation for the institution. The options were: "Accreditation," "Accreditation with Technical Stipulations," "Accreditation with Substantive Stipulations," "Accreditation with Probationary Stipulations," or "Denial of Accreditation." After thorough discussion, the entire team voted to recommend the status of "Accreditation." The recommendation for "Accreditation" was based on the unanimous agreement of the team and that the overall evidence clearly supported the accreditation recommendation

CALIFORNIA COMMISSION ON TEACHER CREDENTIALING COMMITTEE ON ACCREDITATION ACCREDITATION TEAM REPORT

INSTITUTION: California State University, Northridge

DATES OF VISIT: November 16-20, 2002

ACCREDITATION TEAM

RECOMMENDATION: ACCREDITATION

RATIONALE:

The recommendation pertaining to the accreditation status of California State University, Northridge and all of its credential programs was determined according to the following:

NCATE'S SIX STANDARDS AND CONCEPTUAL FRAMEWORK: The university elected to use the NCATE format and to write to NCATE's unit standards to meet the COA Common Standards requirement. There was extensive cross-referencing to the COA Common Standards. Also, the corresponding part of this team report utilizes the NCATE standards and format. The total team (NCATE and COA members) reviewed each element of the six NCATE Standards, added appropriate areas of the Common Standards, and voted as to whether the standard was met, not met, or met with areas of improvement.

PROGRAM STANDARDS: Team clusters for (1) Basic credential programs, (2) Specialist credentials, and (3) Services credentials reviewed all data regarding those credential programs. Appropriate input was provided by other team members to each of the clusters. Following discussion of each program the total team, NCATE and COA, considered whether the program standards were either met, met minimally, or not met.

ACCREDITATION RECOMMENDATION: The decision to recommend Accreditation was based on team consensus that the six(6) NCATE Standards were met, with one identified area for improvement for purposes of the NCATE report, that Standard 6 was met with one identified area of concern for purposes of the COA report, that all elements of the CCTC Common Standards were addressed and met within the context of the NCATE report, and that all Program Standards were met for all but three program areas. The following report further explains these findings.

State Team Leader: Emily Brizendine (Team Co-Chair)

California State University, Hayward

Common Standards Cluster:

David B. Young, Cluster Leader, NCATE Chair (Team Co-Chair) University of Maryland, Baltimore County

B. Grant Hayes (NCATE Member)

University of Central Florida

Edna Katherine Frey (NCATE Member)

William James Middle School (Georgia)

Viviana L. Lopez (NCATE Member)

Pershing Elementary School (Texas)

Carol McAllister (CCTC/COA Member)

Los Alamitos Unified School District

Jody Daughtry (CCTC/COA Member)

California State University, Fresno

Basic Credential Cluster:

Carl Brown, Cluster Leader

California Polytechnic State University, San Luis Obispo

Cathy Buell

San Jose State University

Paula Bowers

Lake Elsinore Unified School District

Blanca Gibbons

Placentia Yorba Linda Unified School District

Mel Lopez

Chapman University

Education Specialist Credential Cluster:

Christine Givner, Cluster Leader California State University, Los Angeles

Satoko Davidson

Vallejo Unified School District

Carole McLain

Napa Unified School District

Margaret (Dee) Parker

California State University, Dominguez Hills

Services Credential Cluster:

Daniel Elliott, Cluster Leader Azusa Pacific University

Patty Hachiya

Los Angeles County Office of Education (retired)

Loretta Whitson

Monrovia Unified School District

Dale Matson

Fresno Pacific University

DOCUMENTS REVIEWED

University Catalog
Institutional Self Study
Course Syllabi
Candidate Files
Fieldwork Handbooks
Follow-up Survey Results
Needs Analysis Results
Information Booklets
Field Experience Notebooks
Schedule of Classes
Advisement Documents
Faculty Vitae
Portfolios

INTERVIEWS CONDUCTED

	Team Leader	Common Stands. Cluster		Services Credential Cluster	Specialist Credential Cluster	TOTAL
Program Faculty	4	32	54	53	55	198
Institutional						
Administration	4	8	6	10	9	37
Candidates	9	24	89	109	98	329
Graduates	6	19	32	24	28	109
Employers of						
Graduates	7	2	15	46	13	83
Supervising						
Practitioners	7	3	35	2	28	75
Advisors	0	14	8	0	24	46
School						
Administrators	8	1	14	28	9	60
Credential Analyst						
	0	0	2	3	2	7
Advisory						
Committee	8	0	18	16	10	52

TOTAL 996

Note: In some cases, individuals were interviewed by more than one cluster (especially faculty) because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

NCATE STANDARDS/CCTC COMMON STANDARDS

STANDARD 1: Candidate Knowledge, Skills, and Dispositions

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

A. Level: Initial and Advanced

B. Findings

Content Knowledge for Teacher Candidates

Teacher candidates at California State University at Northridge (CSUN) participate in general credential programs that are aligned with content and specialty program standards as established by the California Commission on Teacher Credentialing (CCTC). Candidates and other school personnel are assessed at program entry, during participation in the program, at midpoint and exit and through follow-up assessment strategies. An assessment plan for each program has been developed and is being worked on towards complete implementation.

Candidates working for a multiple subject credential have 4 programs from which to choose. Each of the programs have been specifically designed for a distinct candidate population having access needs which differ from one another. In the Traditional Post-baccalaureate Program, candidates may attend the university full time or take 3 or more years to complete credential work. The Internship Program is designed for candidates currently teaching school on an internship credential. These candidates teach full time and are only able to take evening courses. Special features of this program include continual supervision at the school site by a university supervisor and a school site support provider. California State University, Northridge has established a clear memorandum of understanding with area school districts outlining educational goals which support internship options in teaching assignments through the several credential programs. In both the multiple and single subject credential programs the university outlines in program handbooks specific steps for support providers to follow when working with interns. In addition, meetings providing topics such as the implementation of SB 2042, are scheduled throughout the year by the university for school district participation.

The Accelerated Collaborative Teacher (ACT) preparation program provides candidates classes in which students attend full-time and attend as a cohort mainly on-site. The core courses in this program are designed to introduce candidates to the profession by providing immediate classroom observations along with coursework where best practices are modeled by collaborating classroom teachers trained as coaches.

The Integrated Teacher Education Program (ITEP) is designed to sequence content and field experiences in a spiraling curriculum that will cause candidates to reexamine concepts related to teaching and learning as they develop as teachers. This program has two options. The first is the freshman option which was planned by a task force during the 1998-99 academic year. This

work was supported by a Stuart Foundation Grant through the CSU Chancellor's office for developing blended programs. The program was planned around researching best practices and creating principles for learning. Students must have passed developmental milestones established by the university in writing and math to be entered in this option. The second option is the Junior option which was planned by the task force during the 1999-2000 academic year. Prerequisites for this program require entering students to be ready for upper division coursework at the university. In addition, they must have met specific subject matter requirements at the lower division and have entered the credential preparation program. Admittance to these programs requires candidates to have a 2.75 grade point average in coursework prior to admission and to maintain a 3.00 grade point average in credential courses or for which certification is sought. One unique feature of this program is that candidates begin their first student teaching assignment, following training on peer coaching, so that they provide the responsibility of providing peer coaching to each other throughout the assignment. The development of this best practice is to provide immediate collaboration and support experiences with initial experiences.

Upon review of assessment summaries of candidates, interviews with students, graduates, supervisors and employers and the documents reviewed provide evidence which demonstrates that candidates in each program have the appropriate knowledge, skills, and dispositions. Additionally, candidate performance on the standardized assessments required for admission, exceeds state averages in which comparison data are available. CSUN students' also rate as having a higher percentage of candidates prepared to teach compared to the other CSU institutions based upon a Teacher Preparation Program study conducted in 2002-01 by the CSU Chancellor's Office as outlined on the following chart.

Preparation	Northridge	Other CSUs
Preparation to teach K-8 reading/language arts	86%	80%
Preparation to teach K-8 mathematics	82%	78%
Preparation to teach K-8 science	84%	69%
Preparation to teach K-8 history/social science	83%	72%
Preparation of K-8 to assess and assist	91%	71%
Preparation to teach content 9-12	100%	86%
Preparation to use instructional materials	100%	85%
Preparation of 9-12 to assess and assist	100%	79%
Preparation of 9-12 to contribute to reading	87%	76%
skills		

In California, the content knowledge that teacher candidates acquire is referred to as "subject matter competency" or "subject matter preparation". There are two options in California law for candidates to verify subject matter competency. Some candidates for the Multiple Subject (elementary) Teaching Credential and the Single Subject (secondary) Teaching Credential establish their mastery of subject matter through completion of state approved undergraduate subject matter preparation program usually leading to the award of a bachelor's degree. Other candidates demonstrate subject matter mastery by passing the *Multiple Subjects Assessment for Teachers* (MSAT) exam for elementary certification or the appropriate state approved examination for each Single Subject (secondary) credentialing area.

Candidates must have their content knowledge verified prior to student teaching. However, the candidates in the internship credential program must verify subject matter competency before

beginning the internship assignment. Results for passage rates for candidates taking subject matter examinations show a 2 to 3% higher passage rate compared to comparable institutions.

Approved subject matter programs leading to a CCTC-approved Single Subject credential include English, foreign language, math, music, physical education, science, social science and art. Subject matter programs for the Multiple Subject credential are in liberal studies. The CCTC has adopted standards for all subject matter programs. An examination of the material provided to the team along with interviews provided ample evidence that these standards met or exceeded the requirements of NCATE Standard I.

Content Knowledge for Other Professional School Personnel

The unit provides programs which lead to credentials for candidates in advanced programs demonstrating an understanding of the central concepts and structure of their fields as delineated in professional, state and institutional standards through course work, field experiences and for the master's degree, a comprehensive examination, graduate project, or thesis. The following credentials are offered in other professional areas: Adapted Physical Education Specialist; Administrative Services; Clinical-Rehabilitative Services; Education Specialist; Health Services; Reading and Language Arts Specialist; School Counseling and School Psychology. Candidates in these programs receive sufficient coursework and pedagogical training to meet the requirements as set forth by the CCTC. Some programs also require candidates to pass national certification exams to become licensed to receive their credential. In the Clinical Rehabilitative Services credential program, candidates have a passing rate exceeding 94% compared to the national average of 65%. Also, beginning with the 2002 cohort, candidates in the School Psychology Credential Program will need to pass an exit exam, the *Praxis II*, examination.

Pedagogical Content Knowledge for Teacher Candidates

The CCTC Standards of Quality and Effectiveness for Multiple and Single Subject Credentials and the California Standards for the Teaching Profession are used for teacher candidates to demonstrate the pedagogical content knowledge acquired. Those enrolled in the Education Specialist program acquire pedagogical content knowledge in these areas through the methods courses required for the MS or SS credentials, as well as in their required special education courses. Grade point averages, portfolio evidence and classroom teaching performance are also used to demonstrate pedagogical content knowledge. Interviews conducted with mentor teachers, field supervisors and site administrators, indicated widespread satisfaction with candidates' content preparation. Candidates likewise, expressed confidence upon completion of coursework because of the direct applications they were able to make from field work assignments. Other demonstrations of pedagogical content knowledge for teacher candidates came from student teaching critiques, tests and practicum.

Professional and Pedagogical Knowledge and Skills for Teachers

The unit has created, through coursework and field experiences, numerous opportunities for candidates to learn and demonstrate their knowledge and skills in the professional and pedagogical behaviors of teachers. These skills and knowledge teacher candidates master are defined by the CCTC Standards of Quality and Effectiveness for Teacher Preparation Programs and the California Standards for the Teaching Profession (CSTP). Additionally, as CSUN is an early adopter of SB2042, candidates in both the MS and SS Credential programs will meet these new categories of standards including the 13 Teaching Performance Expectations (TPE). Professional and pedagogical knowledge and skills are assessed through course assignments by faculty and in field experiences by both university supervisors and district field supervisors.

Professional and Pedagogical Knowledge and Skills for Other School Personnel

Expectations of students in these programs are heavily driven by standards adopted by the California Commission on Teacher Credentialing and strongly influenced by the standards of national organizations. Collectively candidates demonstrate knowledge of learning, diversity, technology, ethics, policy issues, and pedagogy of their field through course assignments, field experiences, and a culminating capstone experience. These experiences differ by program but can include such items as an exit evaluation, an action research project, hundreds of hours of experiences in various clinical situations or certification examinations aligned to the national professional organizations and accepted by various licensure groups including AHSA, NASP, CACREP.

Dispositions for All Candidates

The unit's mission statement provides a strong directive to the faculty and students regarding dispositions to be cultivated during the course of the development of teachers and other school personnel. Candidates in all programs are expected to be "...prepared teachers, counselors, administrators and other professionals able to serve the diverse educational needs of the regions." They are informed of program specific dispositions through course syllabi, program handbooks, meetings with advisors and field experience evaluation forms. Through interviews with faculty, support personnel and students, it was found that candidates value high standards, value the achievement of students at all levels, value an inclusive learning community, value critical reflection and value ethical practices. Conversations with program leaders indicated a modeling of these dispositions through the way they articulated their approach to working with these students and adapting their schedules and agendas to meet the needs of the diverse student population that they serve. Additionally, the CCTC standards serve to reinforce this emphasis on the values that under gird competent professional educator behavior.

Student Learning for Initial Teacher Candidates

CSUN candidates are able to analyze student learning and monitor and adjust instruction to have a positive effect on student learning. Indicators of candidates having an impact on student learning have been made evident in the following ways. By reviewing the course content of methods classes and student work samples, it was clear that learning has occurred. In speaking with field supervisors and faculty, candidates have been required to assess their students' learning, reflect on reasons for the performance and then plan for future instruction. Through portfolio evidence, used not in a summative fashion, but as a reflective on-going assessment piece, candidates have provided evidence related to student learning to document achievement on experiences and assignments, as well as how to modify instruction based upon student outcomes. Through artifacts exhibiting student learning that candidates have included in their portfolios including student performance data, assessments and analysis of student work.

Student Learning for Other Professional School Personnel

Those school personnel who work along side teachers to help create positive learning environments for all children play a critical role for each child. Candidates in all professional preparation programs are expected to accurately assess student learning, use results of assessment to make adjustments, and to have a positive effect on the learning of all students. The evidence seen, observed and heard, indicates that these K-12 partners have a good understanding of their role and skills in working with families and individual students to provide support and to assist teachers through collaboration and positive dialogue.

Overall Assessment of Standard

The unit has developed an assessment plan in collaboration with local school districts. The plan is infused with the theme of preparing educators who will demonstrate high standards, student achievement, inclusive community, critical reflection and ethical practices. The motto for the College of Education, "Advancing learning, teaching and student success" is evident upon review of all programs.

C. NCATE Team Recommendation: Standard Met

D. Areas for Improvement: None

E. State Team Decision: Standard Met

STANDARD 2. Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on the applicant qualifications, the candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

A. Level: Initial and Advanced

B. Findings

Assessment System

A Performance Assessment Task Force, composed of administrators and faculty from the College of Education (COE) and three other colleges, as well as representatives from P-12 and community colleges met in the summer of 2001 to begin the design of the assessment plan. A subcommittee of the Task Force drafted an assessment system plan which was reviewed and revised by a number of groups, including the original Task Force and the College of Education's Administrative and Faculty Councils. The final plan was reviewed by the faculty in August of 2002.

The unit and program assessment plans call for assessing candidates through multiple measures. The primary means of candidate performance assessment for basic (initial) teaching credentials are GPA requirements, field experience evaluations (which are largely based on the California Standards for the Teaching Profession), Teaching Performance Expectations from the Commission on Teacher Credentialing, or other professional standards set by the state, portfolios which are organized around these same standards, course embedded assignments, and examinations required by the state. All candidates are required to pass the California Basic Education Skills Test; all candidates for the Multiple Subject and Education Specialist credentials must pass the Reading Instruction Competency Assessment. For advanced programs, most candidates' performance is judged by GPA, performance in field experiences using various criteria, and a comprehensive examination, project or thesis. Some programs at both the initial and advanced levels have much to accomplish in terms of developing rubrics/criteria for scoring assessments. Other programs are further along in this process. For example, the Level I and Level II Education Specialist credential programs have made excellent progress in this direction. Most programs also need to develop additional means for testing the accuracy, consistency, and fairness of these assessments.

The assessments called for in the unit and program assessment plans reflect the College of Education's conceptual framework. The College has identified high standards, student achievement, an inclusive learning community, critical reflection, and ethical practice as its core values. These values are reflected fairly clearly, if somewhat indirectly, in the fieldwork assessments and portfolios of candidates. They are clearly and directly reflected in the recent follow-up surveys of graduates. Employer feedback has been obtained largely through focus groups which have not been asked questions specifically related to the core values.

Assessments are used in a variety of ways at specific points within all programs to monitor candidate performance and to determine that candidates have the requisite knowledge, skills, and

dispositions. Candidates are assessed in most programs at the point of admission to the program, at one or more points during the program, and on exiting the program.

All programs have admission requirements that help to ensure that students have adequate prerequisite knowledge, skills, and dispositions. In the basic credential programs, admission requirements include but are not limited to a minimum GPA of 2.67 or higher, 45 hours of early field experience, demonstration of proficiency in writing and speaking, recommendation letters and an interview with one or more faculty members.

All programs which have a culminating field experience have assessments in place which are required for admission to those experiences. For example, in the Multiple Subject Post Baccalaureate Program, candidates must have prerequisite field experience, and must have passed the appropriate subject matter examination or have completed a Liberal Studies subject matter program to be admitted to this experience.

All programs have exit criteria. For example, to successfully complete the school psychology program, students must submit a culminating activity plan to the University, complete all courses on the Program Planning Form with a GPA of 3.0, complete 65 units, 450 hours for fieldwork and 1200 hours for internship, have a job or a job search plan, submit a portfolio evaluation for school psychology, pass the California Basic Education Skills Test, and for the master's degree, receive a grade of credit for a thesis, a project, or a comprehensive examination.

There are differences, of course, between assessments for initial teacher preparation programs versus advanced programs. In initial teacher preparation, all candidates are summatively evaluated in a culminating field experience by at least one field-based supervisor and a university supervisor. This evaluation assesses, at a minimum, the achievement of the state prescribed performance expectations as well as institutional expectations of candidates. Candidates also complete a portfolio which is organized around performance expectations of the state and the institution. In master's degree programs, summative assessments include a comprehensive examination, completion of a thesis, or completion of a project.

Data Collection, Analysis, and Evaluation

The College regularly collects many types of information regarding students and programs. It collects candidate data on results from tests that some or all of the candidates in a given program are required to take. These tests include the California Basic Education Skills Test, the Multiple Subjects Assessment for Teachers, the Single Subject Assessments for Teaching, the Praxis, the Reading Instruction Competency Assessment, the Graduate Record Exam, and the Miller Analogies Test. Other candidate data include candidate interview ratings, student transcripts, admission essays, ratings of performance in classes and field experiences, candidate responses to comprehensive examinations, graduate projects, and theses. These data are used to determine candidate competency; for external reports, such as those required by the California State University System; and for program improvement.

Other types of data collected on a regular basis include student program and course evaluations, graduate and employer program evaluations, and minutes of faculty and advisory group meetings. These data are used for accreditation reviews and for program improvement.

In addition to individual candidate assessments, a number of other assessments are used to guide efforts to improve the operations and programs of the unit. These include student surveys concerning their needs and wishes pertaining to general operations of the University and College; follow-up studies of students pertaining to the conceptual framework, student services, and perceptions of their learning outcomes; external assessments such as the recent survey of employer perceptions of CSU graduate competencies; and employer focus groups.

The College of Education has a strong commitment to using technology to assist its administration and faculty in making decisions about program improvement based on data. Two pilot studies have been conducted to further the process of developing a comprehensive database that will yield significant information pertaining to program improvement. These studies also illustrate how aggregation and analysis of candidate data can suggest avenues for program improvement. One study focused on identifying factors that contributed the most to program completion. Another study identified factors that affected length of time required for program completion. The College of Education is also working with CalTeach to develop an on-line application and student tracking system. This system has the potential to assist in program improvement efforts.

Use of Data for Program Improvement

Interviews with faculty and administrators and perusal of the minutes of various program and committee meetings suggest that changes in courses, program requirements, and field experiences are precipitated or influenced by assessment data. For example, the School Counseling Program was modified so that it could be completed in two years in response to survey data which indicated that this was desired by school counselors, teachers, and administrators. Another example of data driven curriculum revision involved the deletion and addition of courses in the School Psychology Program. Data derived from numerous sources, including candidate portfolios and employer surveys, led to these revisions.

Course evaluation data are used by faculty to improve their teaching performance. In addition, candidates use the feedback provided in scoring rubrics to enhance their performance.

Overall Assessment of Standard

The College of Education has progressed in its development and use of an assessment system for judging candidate competence and improving programs to the level called for in the Transition Plan for the Implementation of NCATE 2000 Standards. They have a collaboratively developed plan for assessment that includes outcome measures of candidate proficiency related to standards and the conceptual framework. They are using these measures to evaluate students. They are collecting and using it for program improvement. They are making good progress in most program areas relative to refining rubrics used in candidate performance assessment and they are continuing to develop means of assessing the fairness, accuracy, and consistency of these assessments.

C. NCATE Team Recommendation: Standard Met

D. Areas for Improvement: None

E. State Team Decision: Standard Met

STANDARD 3. Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

A. Level: Initial and Advanced

B. Findings

In the CSUN College of Education, teaching credential candidates may choose from among the following pathways:

Traditional Post-Baccalaureate program.

Internship.

Accelerated Collaborative Teacher (ACT) Preparation Program.

Integrated Teacher Education Program (ITEP).

Each credential pathway at the College of Education has been designed with a sequence of supervised field experiences. In all pathways regular seminars are a requirement and distinct part of the field work experience, but delivery of the seminars varies based on the needs of the pathway. The College of Education is dedicated to the belief that effective preparation for roles as professional educators is dependent upon a well-sequenced integration of theory and practice in the preparation experience. This belief is most evident in the unique and many partnerships and grants developed by the unit and Los Angeles Unified School District (LAUSD).

Collaboration between Unit and School Partners

The College of Education and the area school districts have a long and healthy relationship. The design, implementation, and evaluation of field experiences are joint efforts among the University and P-12 school districts. It was evident from interviews and minutes from advisory committees of principals, teachers, candidates, university supervisors and the COE that there is a well established track record of grants and contracts. The implementation of partnerships was developed between the college of education and area school districts based on the credential pathways. Candidates and P-12 educators have input on the design and placements of field experiences, selection of district field supervisors, and the evaluation process. The area school districts provide input through participation on advisory committees, grant committees, with focus group meetings and with informal dialogues with program coordinators and university supervisors. The assistant principals in area schools, university supervisors and subject matter faculty have supervision of the selection of master teachers.

This collaboration between the College of Education and the area school districts brought about several changes to the program. Due to the large teacher shortage and emergency need for more teachers, the COE and LAUSD local districts B and C developed two Professional Development Centers. One is located at the Francis Polytechnic High School where LAUSD personnel and CSUN faculty developed the one-year cohort program, ACT. The other is the CHIME Charter Elementary School that includes children with special needs and allows the CSUN candidates in several other programs, including Administrative Services, School Counseling, and School Psychology, to have opportunities to fulfill fieldwork assignments. The CHIME principal indicated the COE was instrumental in the hiring of faculty, providing seminars and helping with location of the school. The COE and CHIME identified criteria for the selection for ITEP candidates as they fulfill their fieldwork requirement.

Other collaborations include the grants provided through COE and LAUSD. The COE recently received the Cargenie Corporation Grant, Teachers for a New Era. The \$5 million five year grant allows the COE and LAUSD to assess the effect of student teachers and CSUN teaching credential graduates have on student learning of LAUSD students. Another site visit to a partnership school included a mathematics and science magnet high school were many of the single subject student teachers and school students had the opportunity to work with the CSUN science department.

Design, Implementation and Evaluation of Field Experiences and Clinical Practices

Field experiences at the initial level have requirements designed to meet the credential pathway of the candidate. There are fieldwork coordinators for traditional, internship, ACT, and ITEP pathways. Each Credential pathway coordinator and CSUN COE faculty decide on the field placements and requirements. Many of these requirements share common features that align with the state, national and COE standards. These common features include; a reflection of the unit's conceptual framework, guidelines for the identification, selection and evaluation of field placement sites and field supervisors, assessment of student learning using state and national standards, analysis, and reflection while accumulating data into portfolios or through seminars, and challenging candidates to use technology. During site visits and interviews, candidates expressed concerns with the lack of opportunity to use the acquired coursework technology skills in practice at several of the area partner schools.

Programs description documentation, field experiences handbooks in both initial and advanced programs, candidate portfolios, and candidate interviews summarized that all field experience assignments are designed to meet state credential requirements, state standards, and the unit's conceptual framework. The initial programs and pathways require at least two field experience assignments, seminars and cohorts. The two assignments provide opportunity for candidates to work in diverse settings and grade levels. The advanced programs varied on field assignments depending on the program. During the advanced multiple subject candidate interviews many positive comments were made in support of the effort the unit provided in fieldwork experiences. The interviews indicated satisfaction with the COE and the field placements. The COE faculty, university supervisors, cohorts and seminars were described as informative, supportive, dynamic, diverse, valuable and comprehensive. University supervisors expressed similar comments about COE fieldwork coordinators in each credential pathway and the quality of the candidate's knowledge, skills and dispositions. The COE has access to a diverse pool of university supervisors.

<u>Candidates' Development and Demonstration of Knowledge, Skills and Dispositions to Help all Students Learn</u>

The design of the clinical experiences includes a developmental sequence in which initial candidates begin their early field experiences with observation of classroom teachers in addition to small group or one-on-one teaching experiences, the development of lesson plans and the approval of field supervisor. As initial candidates continue to move through the CSUN credential programs, the criteria for receiving teaching credentials are subject matter clearance, successful completion of two different grade levels and diverse setting fieldwork experiences, a grade of C or better in each course and a GPA of at least 3.0 in all professional education coursework, attendance at required biweekly seminars, and completion of the Teaching Portfolio summative assessment. The portfolio must show evidence of the state standards. Each fieldwork experience equates to a minimum of 15 weeks. The traditional, ACT, and ITEP candidate assessments are evaluated by university supervisors and master teachers. Since internship candidates are already employed as teachers they are evaluated by university supervisors and school personnel. Each credential program coordinator is responsible for intervening when a candidate shows difficulty in areas of subject knowledge, skills and dispositions.

At the advanced level, candidate assessment varies with each program. In all programs the COE faculty advisor, field supervisors, or school personnel provide the assessment of the candidate. Often the candidate is significantly involved in the process of the evaluation and assessment. University faculty and district field supervisors who provide field supervision for student teachers, interns and practicum students are selected, oriented, supervised, evaluated and rewarded in ways that are designed to maintain the quality of the programs in which they participate.

Overall Assessment of Standard

All initial level field experiences depending on the credential pathway have a set criteria and requirements to receive teaching credentials. The COE maintains accountability for field experiences at all levels through the entry and exit requirements. Even though some candidates were dissatisfied over the accessibility of technology in field experiences in the area school districts most were satisfied with the COE programs overall.

C. NCATE Team Recommendation: Standard Met

D. Areas for Improvement:

<u>New:</u> Not all students have had the opportunity to use the technology skills acquired during university course work once the student is involved in the field work experiences in the area school district.

Rationale: During site visitations and interviews with field experience candidates, they expressed dissatisfaction with the lack of opportunity to use the acquired coursework technology skills in practice at several of the area partners school.

E. State Team Decision: Standard Met

STANDARD 4. Diversity

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

A. Level: Initial and Advanced

B. Findings

The mission of the College of Education states that faculty will "provide leadership in teaching, learning, assessment, and professional development for a diverse community within and outside the University." The Conceptual Framework holds as one of its core values the inclusion of a learning community with a commitment to respect and understanding of diversity. It states that candidates will be "prepared to practice in an ever-changing, multi-cultural world."

Design, Implementation, and Evaluation of Curriculum and Experiences

All initial level candidates are required to take courses that provide a foundation for the candidate's understanding of diversity. The candidates learn strategies to minimize biases toward and among students from diverse backgrounds and strategies for teaching approaches to promote achievement with the core curriculum. All students in either the Multiple Subject or Single Subject program are required to take Equity and Diversity in Schools which focuses on historical, cultural, racial and socioeconomic factors that impact the educational experience of students of color. Students are given the opportunity to engage in a variety of in-class activities that promote specific instructional techniques that will impact student achievement for students of diverse backgrounds. Students may also enroll in programs with a bilingual emphasis such as Spanish and Korean. All of the methods courses include a focus on pedagogical practices that are culturally sensitive, curriculum that is culturally responsive, and procedures for differentiating curriculum, instruction, and materials to meet the varying needs of each K-8 student served as well as subject-specific materials and resources for successfully teaching all students. Students are also required to develop lesson plans in their methods classes that specify how the lessons will be adapted for all students. The evaluation of candidates' attainment of competencies related to diversity is embedded in each course and supervised during fieldwork. In all programs, candidates include artifacts in their program exit Portfolio that create a body of evidence of the skills, understandings and knowledge needed to create inclusive classrooms that value all learners. The Classroom Teaching Profile assesses performance observed during the three field work experiences, at least one of which must be conducted in a cross-cultural classroom setting. In the Advanced Level, content related to diversity is integrated into all Concepts and outcomes related to diversity have been defined for courses and fieldwork as appropriate to the program of study.

The overall ethnic diversity of the unit's service area is 46.7 percent White, 39.1 percent Hispanic, 9.6 percent Asian American and 3.9 percent African American. During the past decade the Hispanic population in the San Fernando Valley grew by 43 percent, the Asian American population by 26 percent and the African American population by 17 percent, while the White population declined by 5 percent.

Experiences Working with Diverse Faculty

The overall ethnic diversity of the University full-time faculty is 75 percent White, 9.9 percent Hispanic, 8.7 percent Asian American, 4.6 percent African American and less than one percent American Indians and Filipino. Approximately 25 percent of the University faculty members are from underrepresented groups. The gender composition of the full-faculty university-wide is 60.8 percent male and 39.2 percent female. The overall ethnic composition of the full-time faculty in the College of Education is 75.1 percent White, 10.2 percent Hispanic, 10.2 percent African American and 4.5 percent Asian American. The overall ethnic composition of the full-time faculty in the College of Education is also approximately 25 percent from underrepresented groups. The gender composition of the full-time College of Education faculty is 64.5 percent female and 35.2 percent male. The number of part-time faculty members varies by semester. For the 2001 fall semester there were 18 Hispanics, 10 African Americans, 7 Asian Americans, 2 American Indians, and 160 Whites. The overall ethnic composition of part-time faculty includes 19 percent from underrepresented groups. The gender composition of the part-time faculty is 63.6 percent female and 36.4 percent male.

The Unit has a Faculty Search and Screen Manual that outlines recruitment procedures to assist in the creation of an applicant pool reflective of the actual availability of members within the field of specialization. The Unit reflects a commitment to recruiting and retaining a diverse faculty to include women and ethnic minorities. There is an Equity Committee in the College of Education which has as part of its mission to "encourage hiring of diverse faculty through communication with department personnel committees and chairs." The committee reflects a commitment to recruitment and retention of underrepresented groups. There is also an Office of the Director of Equity and Diversity which has instituted a number of practices to increase the ethnic diversity of the faculty.

Experiences Working with Diverse Candidates

The College of Education has as one of its strategic goals the desire to address the critical need for a larger and more diverse workforce of teachers and related school professionals. One of the targeted activities was the development of a plan to support and retain students for all programs. In Spring 2001, a plan was developed to recruit qualified women and men of differing ethnicities and cultures into the teaching professions. This plan afforded the College of Education the opportunity to apply and receive a grant from the Los Angeles Unified School District Regional Teacher Recruitment Center which has allowed the Equity Office to engage in more recruitment efforts.

The percentage of minority credential recipients across the three basic credential programs over the past four years has increased. Last year the percentages of initial credentials issued for multiple subject were as follows: 52.6 percent White; 18.2 percent Mexican American; 16.1 percent Other/Unknown; 5.4 percent Other Latino; 4.1 percent Asian American; 1.5 percent African American; less than one percent each American Indian, Filipino and Pacific Islander. The percentages for Single Subject were: 48.7 White; 16.9 Other/Unknown; 13.8 percent Mexican American; 7.7 percent Other Latino; 6.2 Asian American; 3.5 African American; 1.6 percent American Indian; 1.6 percent Filipino. The Educational Specialist percentages were: 68.3 percent White, 16.5 percent Other/Unknown; 4.9 percent African American; 2.9 percent Mexican American; 2.4 percent Asian American; 2.1 percent Filipino; 2.1 percent Other Latino; less than one percent American Indian. The graduate population in the College of Education for 2001 was 81 percent female and 19 percent male.

The College of Education continues with recruitment efforts to attract more individuals from underrepresented groups into teaching. Some of these efforts include Title II Teacher Quality Enhancement Recruitment Scholarships, and the Title III Bilingual Teacher Education Project, which provides scholarships to prepare teachers of Cambodian, Chinese, Korean, Filipino, Spanish, and Vietnamese backgrounds for state certification. In addition, partnerships with the Los Angeles Unified School District and Glendale Unified School District Career Ladder programs encourage programs teaching assistants to engage in coursework that leads to a teaching credential.

The College of Education also provides services to high schools in the area through several Outreach projects that assist students with readiness for college. Some of these include CAPI (Collaborative Academic Preparation Initiative) which represents an effort to ensure that high school students develop the English and mathematics skills necessary to enter directly into baccalaureate-level courses without the need to enroll in remedial courses; AmeriCorps Program provides tutors for students in the area of English and math; GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) which seeks to increase the percentage of high school disadvantaged students who are able to attend college; America Reads project which places undergraduates in public schools to serve as reading mentors. Some of these undergraduates working as tutors sometimes enter into the teacher education programs.

Experiences Working with Diverse Students in P-12 Schools

All candidates have multiple, sequenced opportunities to apply, in diverse classroom settings, the pedagogical practices learned during coursework. Each candidate uses knowledge and

understanding gained in coursework to demonstrate the ability to plan and deliver instruction and assessment that is culturally sensitive. Candidates develop expertise with diverse students under the supervision of both university and district field supervisors. Supervisors look for evidence of appropriate plans, implementation of plans, and evaluation for students from different ethnic backgrounds. During post-observation conferences, supervisors and candidates reflect on and critique the candidate's performance with diverse students.

At the initial and advanced level the College of Education selects a cross section of schools in the San Fernando Valley for placing students for field experiences, student observations and participation in teaching/practicum experiences. All candidates complete at least one of their supervised field experiences in a classroom where at least 25 percent of the students are ethnically different from the candidate. They are placed in classrooms where a significant number of the students are English Learners. Field practices ensure that students are placed in a diverse setting that includes ethnicity, race, religion, socio-economic status, gender and language. The student composition of schools in Los Angeles Unified School District (LAUSD) includes:

- LAUSD A: 52.9 percent Hispanic; 26.6 percent White; 9.8 percent Asian American; 6.9 percent African American; 2.9 Filipino; less than one percent American Indian and Pacific Islander.
- LAUSD B: 81.6 percent Hispanic; 10.3 White; 3.8 percent African American; 1.9 percent Asian American; 1.3 percent Filipino; less than one percent American Indian and Pacific Islander.
- LAUSD C: 57.6 percent Hispanic; 25.6 percent White; 7.7 percent African American; 6.1 percent Asian American; 3.4 percent Pacific Islander; 2.3 percent Filipino; less than one percent American Indian.

The greater San Fernando Valley area also includes schools in Burbank Unified School District, Glendale Unified School District, Hart Union High School District, and the Las Virgenes Unified School District. The demographics for each of these school districts are similar to the ones presented for Los Angeles Unified School District.

Overall Assessment of Standard

All teacher education programs at the initial and advanced level have required courses that address the issue of diversity and provide opportunities for candidates to demonstrate knowledge, skills and dispositions related to diversity. Field experiences at the initial and advance levels are set in diverse settings and students are able to apply their skills and strategies with students from diverse backgrounds.

The College of Education has implemented a variety of programs to recruit minority candidates into their teacher education programs. In addition plans are also in place to continue recruiting and retaining a diverse faculty. Candidates and faculty represent a diverse group which assists in the development of strategies for improving student learning.

C. NCATE Team Recommendation: Standard Met

D. Areas for Improvement: None

E. State Team Decision: Standard Met

STANDARD 5: Faculty Performance and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

A. Level: Initial and Advanced

B. Findings:

Qualified Faculty

Faculty members in the professional education unit are effective educators whose qualifications are appropriate to their assignments. There are 85 full-time faculty members in the College of Education (COE), including 39 professors, 17 associate professors, 23 assistant professors, and six lecturers. Over ninety-eight percent (98%) of full-time faculty hold terminal degrees in their disciplines, with the exception of two. These two individuals will complete their terminal degrees in spring 2003. In addition, 100% of the faculty have public school or related experiences. Faculty members appear to be well-qualified to teach in their assigned positions by virtue of academic preparation and/or experience.

Part-time faculty members in both the initial and advanced teacher preparation programs have State credentials and have experience in the specialization area in which they are teaching or supervising. Most Departments within the Unit have a Part-Time Selection Committee that reviews all applications and ranks the applicants according to their qualifications. The majority of part-time faculty members are currently employed in P-12 settings. Part-time faculty members have earned either master's or doctoral degrees. In fall 2001, 28 part-time faculty held doctoral degrees, 114 held master's degrees, and one held a bachelor's degree. The one part-time faculty with a bachelor's degree was employed on an emergency basis having provided extensive development for the Los Angeles Unified School District (LAUSD). All faculty members in the professional education unit are actively involved in the public schools and/or other appropriate agencies, including curriculum development, project evaluations, in-service training, supervision of field experiences, and other initiatives.

Modeling Best Professional Practices in Teaching

Through modeling of good teaching, faculty members help candidates develop multiple teaching strategies to help all students learn. Faculty teaching strategies reflect an effort to link candidate performance to departmental conceptual frameworks. Syllabi indicate faculty members are

exceptional in their teaching skills and apply a variety of instructional strategies that reflect an understanding of different learning styles (e.g., simulations, reflective thinking, web-based and online instruction, cooperative learning, peer coaching, role-playing).

Every faculty member in the Unit, including part-time faculty, is evaluated using an instrument that allows for reactions to quality of instruction and quality of the course. All tenure-line faculty members have at least two courses a year evaluated by candidates and part-time faculty members have all courses evaluated by candidates. In addition, the retention, tenure and promotion process calls for peer evaluations. Part-time faculty are also observed and evaluated by Department Chairs and/or tenure-line faculty. Interviewers and discussions with students reveal candidates in the initial and advanced programs are pleased with the courses and instruction they receive.

Faculty members are becoming more familiar with innovative uses of technology and effective use of teaching and learning. Although the use of technology in the classrooms varies in degree among faculty, interviews with students indicate faculty members are using the Internet for instructional purposes, creating their own web pages, and incorporating the use of technology in their instructional courses (e.g., web-based instruction, online instruction, multimedia instruction).

Faculty members systematically assess candidate performance in the courses they teach. According to syllabi and discussions with faculty and candidates, in order to evaluate candidate's learning as well as teaching effectiveness, faculty members employ a variety of assessment strategies that reflect their developmental conceptual framework (i.e. action research, case studies, lesson plans, authentic assessment, performance tests, portfolios, essays, selfassessments).

Modeling Best Professional Practices in Scholarship

Faculty members in professional education are involved in a variety of scholarship activities. Over the last five years, the College of Education has authored 43 books and manuals; 48 book chapters; 130 articles in journals and newsletters. In addition, faculty have presented 439 papers at the local, state, regional, and national levels. Faculty have special expertise in many areas, including, but not limited to, assessments and evaluations, diversity issues, teacher development, social studies, and mathematics.

The College of Education has consistently generated extensive external grant dollars. For example, the College has received funding in the amount of \$7.3 million in 2001 and \$6.5 million in 2000. Examples of external funding received by the faculty are in the areas of literacy instruction, technology, special education initiatives, assessment, and science education.

Modeling Best Professional Practices in Service

Professional education faculty members appear to be committed to their roles and responsibilities as active partners in the study and improvement of teaching and learning throughout the educational community. A review of faculty vita and discussions with faculty members reveal that they are engaged in service activities on multiple levels, including local, state, national, and international. For example, a number of faculty hold offices in professional organizations at the national and state levels, including membership on executive committees, and editorial review boards.

In addition, Unit faculty members are involved in a variety of departmental, college, and university committees. Examples of this involvement include memberships on the Graduate Curriculum Committee, Undergraduate Curriculum, Faculty Senate, Computer Committee, Personnel Committee, and Research and Sponsored Projects Committee.

Collaboration

The Unit maintains numerous partnerships with P-12 schools. There is evidence of extensive service and involvement of the professional education faculty. For example, (1) faculty work with members of the P-12 community in the design, implementation, and evaluation of program field experiences, (2) faculty teach in the Accelerated Collaborative Teacher (ACT) program that is delivered at the Professional Development Center – a center developed by the professional education faculty and the Los Angeles Unified School District (LAUSD) Local District B personnel, (3) faculty have collaborated with the CHIME Charter School in LAUSD Local District C to develop a national model of inclusive education, (4) through a DeWitt Wallace/Readers' Digest Foundation grant, the School Counseling program has been transformed by a team of University faculty from several disciplines, school counseling professionals, parents, and school administrators from local schools. In addition, through a collaborative effort by CSUN and LAUSD Local District A, the Academy High School is scheduled to open in 2004 on the CSUN campus. This joint collaboration will provide the opportunity to create a model school for local Valley students with a focus on preparing future teachers. This is the only LAUSD high school located on the University campus. The Academy High School will serve as a Professional Development Center for COE programs.

Unit Evaluation of Professional Education Faculty Performance

There is a systematic and comprehensive formal evaluation process for faculty promotion and tenure decisions that is deliberate, beginning with the department and ending at the university level. The primary focus of this evaluation is on teaching, research, and service. The purpose of the evaluation is to provide faculty with information that will contribute to their professional growth and academic excellence. Faculty members who are seeking tenure and/or promotion are required to produce a dossier with documentation of their work in the areas of teaching, research, and service. The department personnel committee followed by the Department Chair, a college personnel committee, and the Dean reviews these documents. All evaluating parties consider the evidence included in the faculty member's dossier and make their recommendations for tenure and/or promotion independent of each other. In addition, each party provides reasons for their recommendations. These recommendations are then sent to the Provost and Vice President of Academic Affairs who, in turn, makes a recommendation to the President.

A post-tenure review process is conducted every five years for tenured faculty members who hold the rank of associate or full professor. The Dean, the Department Chair, and a committee of departmental faculty peers conduct post-tenure reviews. Faculty members under review prepare

a comprehensive resume that provides evidence they are maintaining currency in the courses they teach, as well as in scholarship and service.

During the last five years, seven faculty members have received tenure and promotion from assistant to associate, and 12 faculty members have been promoted from associate to professor. During the same period, all faculty members, except one, who have gone forward for tenure and promotion have been successful.

Unit Facilitation of Professional Development

Professional development is a deliberate process, and faculty members take advantage of professional development opportunities through their own initiative or those conducted, sponsored, or arranged by the unit. During the last academic year, the unit provided faculty, staff, and candidates opportunities to further their understanding of scholarly publications, effective teaching strategies, integration of new technology, and on-line teaching. There is financial support for faculty members to attend professional organizations' conferences and various training opportunities. This support is provided through departmental and unit resources. In addition, from 1997-2001, 23 College of Education faculty members were approved and took sabbatical leave.

Overall Assessment of Standard

Unit faculty members have extensive academic and professional backgrounds in their respective educational fields. They are effective teachers, use a variety of instructional strategies and have a thorough knowledge of their content areas. A significant number currently provide services in the public schools, hold memberships in professional organizations, contribute to refereed and non-refereed journals, authored books and other publications, obtain external funding, and participate in professional development activities.

C. NCATE Recommendation: Standard Met

D. Areas for Improvement: None

E. State Team Decision: Standard Met

STANDARD 6: Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

A. Level: Initial and Advanced

B. Findings:

Unit Leadership and Authority

Within the University, the College of Education (COE) has primary responsibility for the development, administration, maintenance, and evaluation of professional education programs. The professional education unit consists of five departments located in the College of Education and three departments located in the College of Health and Human Development. In the COE, the departments that offer credentials and master's degree programs which prepare personnel to work in the public schools are EED (MS Credential, Reading/Language Arts Specialist Credential, M.A. Degree), SED (SS Credential, M.A. Degree), SPED (ES Credential, Level I and Level II, M.A. Degree), EPC (School Counseling Credential, School Psychologist Credential, M.A. Degree, M.S. Degree), and ELPS (Administrative Services Credential, Tier I and Tier 2, M.A. Degree). Credentials offered by the College of Health and Human Development are in the Department of Communication Disorders and Sciences (Clinical and Rehabilitative Services Credential), the Department of Health Sciences (School Nurse Credential), and the Department of Kinesiology (Adapted Physical Education Specialist Credential). The sixth department in the College of Education, Deaf Studies, does not offer a professional education credential.

The leadership with the College of Education has changed since the previous NCATE visit. After serving sixteen years, the previous Dean retired in 1998. Since fall 1999, the current Dean has held this leadership position. In addition, a new Associate Dean was appointed in 2000, as well as a new Director of the Credential Office and Director of the Education Equity Office. These changes do not appear to have affected the stability of the professional education unit. There are 12 administrators in the College of Education: the Dean, the Associate Dean, six Department Chairs, a Manager of Academic Resources, a Director of Development, a Director of the Credential Office, and a Director of the Education Equity Office. The Dean, who assumed leadership in 1999, has the responsibility for the oversight of educational programming both inside and outside the COE. The Dean is officially responsible for all unit academic programs as well as administrative operations and works directly with the Chairs of the Departments in the College. In addition, the Dean has responsibility and authority in areas of employment of faculty members, curriculum decisions, and allocations of resources. The Dean and Department Chairs exhibit considerable leadership. For example, based on feedback from candidates, the Dean recently restructured the Credential Office in order to fully meet the needs of the Unit.

At the time of the previous NCATE review, two School Psychology Programs were present at CSUN, one administered by the Department of Educational Psychology and Counseling in the COE, and the other administered by the Department of Psychology in the College of Social and Behavioral Sciences. In Spring 2001, the Provost of Academic Affairs made the decision that one School Psychology Program be offered at CSUN which is now only in the COE. To ensure

program coherence and articulation, the Dean of the unit has responsibility for the oversight of all education programs at CSUN.

The Unit has an organizational structure that enables professional education program decisions to be made at the appropriate level. Within the Unit, the faculty members in each program are responsible for designing, implementing, and assessing that program.

The professional education faculty members are well represented on faculty governance committees. For example, the Graduate Curriculum Committee (GCC) has as its major responsibility to approve all graduate level course and programs, including fifth-year credential programs. The GCC is made up of 12 faculty elected by their peers to represent the interest of the faculty at large, assuring a cohesive and quality curriculum across all graduate programs in the University. The COE is represented by one of its faculty on this committee. In addition, the University's Undergraduate Curriculum Committee approves any undergraduate courses offered in the unit. The COE is represented on this committee of ten by one faculty member. The University governance also includes a Faculty Senate, elected by peers. The COE is represented by three faculty members on this committee. In 2001-02, a COE faculty served on Senate Executive Committee as well as Statewide Academic Senator.

The Administrative Council is the governing committee within the College of Education. The membership of the Council represents each of the credential areas in the College. This group meets twice each month to discuss programmatic and operational issues related to the College. The Administrative Council is both an advisory group to the Dean and a decision-making body in its own right regarding policy issues and budget. The Administrative Council is composed of the Dean, the Associate Dean, Department Chairs, one of the coordinators of the Accelerated Collaborative Teacher Program (inter-departmental program), and the Chair of the Faculty Council.

The Faculty Council is the governing body of the faculty in the COE. The Council consists of a President elected by a vote of the entire faculty, three members at large, and an elected representative by each Department. The Dean, Associate Dean, and Director of the Credential office are non-voting members. The Faculty Council has five standing committees which includes the Computer Committee, the Curriculum Committee, the Educational Equity Committee, the Personnel Committee, and the Research and Sponsored Projects Committee.

The University established three additional governance structures in order to accomplish cross-college dialogue and understanding of education curricula. 1) The COE Dean meets once a month with the Provost and other appropriate deans to identify, discuss, and resolve issues relative to teacher education. 2) A memorandum of understanding exists between the COE and any other college in which a credential program is housed regarding programmatic issue. 3) The Teacher Education Council (TEC), composed of deans and faculty appointed by the Provost, is broadly representative of the University community involved in teacher education. This council meets once a semester to review local, state, and national issues and standards affecting teacher education at CSUN.

Unit Budget

Evidence indicates that the unit budget is adequate for providing a quality program for candidates that helps meet professional, state and institutional standards and is equitable with other colleges in the University. The amount budgeted for faculty professional development has modestly increased from \$261 in 1997-98 to \$325 in 2001-02.

Allocations to the colleges of the University are based on Full-time Equivalent Faculty (FTEF), generated Full-time Equivalent Students (FTES), Student-Faculty Ratio (SFR), and mandatory expenses. The budget includes faculty and staff resources as well as operational expense dollars. The Dean is charged with managing the College's budget and allocates resources to support the six departments. The Dean, in consultation with the Administrative Council, annually reviews the budget. Dollars are allocated to each department for distribution and monitoring. The COE Manager of Academic Resources assists departments by preparing expenditure reports. The Dean determines the allocation to departments based on the Department's FTEFs, and FTESs as well as developing priorities. Based on interviews with Department Chairs, the Dean, and the Manager of Academic Resources, as well as a detailed analysis of the budget and allocation process, each department receives an equitable share of the College's resources. All department budgets are stable.

The Library budget is adequate to assist the Unit in preparing candidates to meet professional, state, and institutional standards. Library acquisitions have increased consistently since the last visit five years ago. Instructional Media expenditures for holdings in education have increased from \$49,327 in 1997-98 to \$85,595 in 2000-01.

Personnel

There is a sufficient number of faculty and support personnel to meet the needs of the unit. Within the five departments in the COE that prepare personnel to work in P-12 schools, there are 34.18 support personnel. Workloads do allow faculty to be effectively engaged in scholarship and service. Even though the standard workload for faculty members in the COE is 15 weighted teaching units (WTUs), the majority of the tenure –line faculty averages 6 to 9 units of teaching with departments providing one-course reductions each semester during their first year for junior members. As far as the 15 WTUs, twelve units of the workload are spent on instructionally related activities, while a three-unit reassignment is given for advisement and service. In addition, many tenure-line faculty are given more reassigned time to conduct work on grant activities and other special projects. During the 2001-02 academic year, 40 of the 88 full-time faculty were released from regular teaching duties to carry out coordination, advisement, research, and grant-funded activities. The total time released was 333 weighted teaching units (WTUs) or the equivalent of 111 courses. Most of faculty reassigned time is supported by federal, state, and private funding agencies. This level of degree of reassigned time has reduced the teaching loads of faculty. The actual instructional load of about half the faculty is below 12 WTUs. However, part-time faculty members continue to be employed according to a 15-unit basis since they are not required to engage in university service work. Due to the rapid growth of candidates in a very short time span, as well as full-time faculty reassignments to grants activities and special projects, there are 285 part-time faculty members.

Many part-time faculty members participate in faculty retreats and orientations, attend program and department meetings. For example, in the Department of Special Education, full-time and part-time faculty meet every semester to discuss common instructional issues (i.e. grading policy). In addition, these faculty members bring course syllabi, discuss activities, texts, and program objectives. In order to provide further support by the different departments, part-time faculty are assigned mentors who are full-time "lead faculty" within the specialty program. Departments are in constant communications with part-time faculty. Part-time faculty are notified of any program and curricular changes through emails and "mail outs", sent information of current scholarly articles and research regarding content and methodology. Also, online-tutorials are in place in order for part-time faculty to "refresh" and update themselves on issues related to Unit expectations, objectives for courses and clinical experiences, and course development materials (i.e. syllabi creation).

Part-time faculty members are required to have course and instruction evaluations completed by their candidates. Department Chairs review these evaluations. Most part-time faculty are currently employed in P-12 school settings or recently retired from school districts in the region.

The COE employs a full-time computer technician to assist both students and faculty. The technician monitors the computer laboratories to insure the equipment is functioning and available to candidates for their individual work and to candidates and faculty for instructional purposes. The technician maintains the computer system throughout the COE and provides technical assistance in the use of the equipment.

Unit Facilities

These facilities meet the needs of the candidates, faculty, administrators, and staff to support teaching and learning. The Education Building provides state-of-art instructional and office space. The building houses 10 classrooms, a raked auditorium which seats approximately 60, a research room for each department, an ASL (American Sign language) Lab, the Keck Science/Math Lab, and several common spaces on the exterior. In addition, the building has a suite of offices that houses grant projects and three conference rooms. These facilities allow faculty to model the use of technology and candidates to practice its use for instructional purposes.

The facilities support faculty and candidates' use of information technology in instruction. There are five computer labs and 400+ workspaces within the unit. Faculty members have individual offices equipped with computers and software. All offices in the building are equipped with computers. There are approximately 265 computers in the building, all having access to the University electronic mail system and to the internet. In addition, the education building has a media room equipped with production equipment and a "classroom for the future" that uses wireless technology.

In May 2002, the COE received a \$7M gift from Michael and Jane Eisner to develop The Center for Teaching and Learning. Currently, the Center consists of a suite of offices located in the COE while a new facility is being developed on campus. The entire second floor of this new building, approximately 15,000 square feet, will house The Center for Teaching and Learning.

Unit Resources Including Technology

Information technology resources are adequate to support faculty and candidates. The Education building has four computer labs (two IBM and two Mac) available to all candidates.

The Center for Excellence in Learning and Teaching (CELT) is a faculty instructional development center to support learning-centered teaching. The CELT consults with faculty (1) in enhancing and improveing teaching, (2) in increasing student involvement, (3) and in interpreting student feedback. In addition, the CELT assists faculty (1) in developing courses, (2) in revising courses, (3) and in creating assignments and assessments. The CELT sponsors a variety of workshops on significant issues related to teaching and learning, facilitated by CSUN faculty, visiting experts, or the CELT's Director. In addition, the CELT hosts the New Faculty Orientation Day, as well as a year-long New Faculty Orientation Program.

Faculty and candidates use the university library, Oviatt Library, extensively. Librarian liaisons are assigned to the Unit in order to facilitate communication. These librarians provide numerous training sessions as well as provide support to faculty and candidates with instructional needs, as well as in finding the information they seek. Media, software, and materials identifiable through databases, such as ERIC and PsycLit, provide desktop access to a multitude of information sources, including on-line catalogs, journal databases, encyclopedias, and other reference tools. The Dean of the Ovaitt Library holds the appropriate terminal degree.

The Teacher Curriculum Center (TCC) provides classroom and curriculum support using a wide variety of instructional materials. TCC resources help faculty to initiate ideas, expand on their lessons, and guide their curriculum planning. The TCC is the circulating collection of K-12 curriculum materials and, as such, serves as a resource for instructional materials to CSUN students, faculty, and community educators. The TCC specializes in providing access to both print and non-print materials that are used within elementary and secondary school classrooms. The TCC features a collection that includes state-adopted textbooks, CD-ROMS, educational games, curriculum guides, recordings, and sound filmstrips. Recently, a \$50,000 endowment was given to the Children's Collection of the Library.

Overall Assessment of Standard

The Unit leadership has been supportive of all programs. The climate within the unit promoted intellectual vitality, best teaching practices, and scholarship. Through serving on key committees, faculty members are continuously involved in the governing operations of the Unit. Resources for the unit have been provided to ensure the development and maintenance of programs. The Unit maintains sufficient personnel and resources, including budget allocations, to ensure candidates meet professional, state, and institutional standards.

C. NCATE Team Recommendation: Standard Met

D. Areas for Improvement:

New: None Continued: None

Corrected:

Previous Weakness (Category III.C Professional Assignments of Faculty)

(Advanced) The teaching load of graduate faculty is excessive, which contributes to the lack of faculty involvement in scholarship.

Rationale: Even though the standard workload for faculty members in the COE is 15 weighted teaching units (WTUs), the majority of the tenure line faculty averages 6 to 9 units of teaching with departments providing one-course reductions each semester during their first year for junior members. As far as the 15 WTUs, twelve units of the workload are spent on instructionally related activities, while a three-unit reassignment is given for advisement. In addition, many tenure-line faculty were given reassigned time to conduct work on grant activities and other special projects. During the 2001-02 academic year, 40 of the 88 full-time faculty were released from regular teaching duties to carry out coordination, advisement, research, and grant-funded activities. Over the last five years, the College of Education has authored 43 books and manuals; 48 book chapters; 130 articles in journals and newsletters. In addition, faculty have presented 439 papers at the local, state, regional, and national levels.

Previous Weakness (Category IV.A Governance and Accountability)

The unit's lack of governance of specialty area programs outside the College of Education restricts the unit's ability to govern all teacher education programs.

Rationale: At the time of the last NCATE review, there were two School Psychology Programs, one administered by the Department of Educational Psychology and Counseling in the COE, and the other administered by the Department of Psychology in the College of Social and Behavioral Sciences. In spring 2001, the Provost of Academic Affairs made the decision that one School Psychology Program be offered at CSUN. This program is now only in the COE. Three other programs remain housed outside the COE in the College of Health and Human Development. They are the School Nurse Credential Program, the Clinical-Rehabilitative Services Credential Program, and the Adapted Physical Education Specialist Credential Program. To ensure program coherence and articulation, the Dean of the unit has responsibility for the oversight of all education programs at CSUN.

Previous Weakness (Category IV.A Governance and Accountability)

The number of part-time faculty employed in the unit is excessive, resulting in inconsistencies in quality of instruction, uneveness in academic advising, and inaccessibility of faculty for student consultation.

Rationale: There was no evidence to support inconsistencies in quality of instruction, unevenness in academic advising, and inaccessibility of faculty for student consultation. Candidates report they are very please with the teaching and advising they receive. Candidates' assessments indicate they have gained the content knowledge needed to help all students learn. In addition, supervisors and faculty reveal candidates are able to demonstrate professional knowledge and skills during field experiences. Part-time faculty members participate in faculty retreats, orientations, attend program and department meetings, as well as complete on-line tutorials. In addition, full-time faculty are assigned to part-time faculty as mentors.

Previous Weakness (Category IV.C Resources for Operating the Unit)

Annual budgets for departments have been unstable, which may impact the unit's ability to plan and maintain viable instructional programs.

Rationale: The Dean determines the allocation to departments based on FTEFs, and FTESs as well as developing priorities. Each department receives an equitable share of the College's resources. Based on interviews with Department Chairs, the Dean, and the Manager of Academic Resources, as well as a detailed analysis of the budget and allocation process, it was concluded that developmental budgets are stable. For example, in the last four budget years the Department of Education Psychology and Counseling received the following amounts:

1997-98: \$1,761,019 1998-99: \$1,729,148 1999-00: \$1,871,108 2000-01: \$1,823,964

E. State Team Recommendation: Standard Met

The team identified a concern related to elements of the CCTC Common Standard #1, "Institutional leadership fosters cohesiveness in management", "programs are organized, governed, and coordinated with the active involvement of credential program faculty," and "delegates responsibility and authority appropriately and resolves each professional preparation program's administrative needs as promptly as feasible. . ." It appears that for the programs administered through the College of Health and Human Development (Health Services and Clinical Rehabilitative Services), important decisions such as program's resources and support services necessary for effective functioning of the programs are made external to the education unit.

Internship Issues for State Report:

Includes Common Standards 1 & 2 – Leadership and Resources

Resources including CFASST training are examples provided to both interns and district support providers to assist in the development of Individual Induction Plans for interns. Additionally, 40 hours of new teacher workshops are provided by the Los Angeles Unified School District to interns from CSUN teaching in the district at the beginning of the school year. Participating support providers from school districts are also provided up to \$2000 maximum per year when providing support to interns.

Common Standard 6 - Advice and Assistance

To assist in the internship credential program, letters from the university are sent to the site principals where the intern has been hired indicating that the intern has enrolled in the Intern Credential program. Specific handbooks for this credential program are then provided to the intern candidates outlining program and professional expectations. These handbooks also include professional responsibilities charting the pathways for completion of the credential work, field experiences and seminars.

Common Standard 7- School Collaboration

Selection of appropriate school site support providers for intern credential candidates is paramount to the process for providing effective collaboration between the university and the schools where interns are placed. The selection of appropriate support providers is made by the site principal in conjunction with CSUN faculty. Support providers are assigned in the same specialization as the intern and provided with training throughout their assignment.

Common Standard 8 – District Field Supervisors

Field supervisors take on a special role for interns already teaching in the schools. From the university, they provide to both the intern and to the assigned certificated support provider working with the intern, further training and information including opportunities to learn more about collaboration and peer coaching (ie: models like CFASST). Likewise to ensure they are well trained to provide this support needed at the school sites, CSUN provides them with a detailed job description outlining the qualities, desirable experience, compensation and responsibilities. Field supervisors work also with the intern on ways to effectively address the 6 domains of the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs as well as the 13 Teacher Performance Expectations addressed in SB 2042.

PROGRAM STANDARDS

Multiple Subject Credential Multiple Subject Internship Credential Multiple Subject BCLAD Emphasis Credential Multiple Subject Integrated Program

Findings on Standards

The reviewers looked critically at the various pathways in place at California State University, Northridge for obtaining a Multiple Subject Credential. After reviewing the institutional reports, supporting documents, information gained from interviews with candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all the program standards are fully met for all Multiple Subject credential programs.

Strengths

There is evidence that all Multiple Subject programs have a strong emphasis on content standards and pedagogical preparation for specific content instruction. In addition, there is evidence that the program design will focus on Teacher Performance Expectations (TPE's) to assess candidate's knowledge and understanding, application of knowledge and implementation of pedagogical tasks.

The Integrated Teacher Education Program is a model of a well-articulated program. It is based on effective collaboration between education and the arts and sciences faculty.

Diversity is a particular strength of the Multiple Subject Credential Programs. The students are representatives of the ethnic diversity of the region. All selected school sites reflect the diverse society that is California and the greater Los Angeles area.

Candidates are placed for their student teaching assignments with teachers whose instructional approaches and methods meet the needs of diverse populations.

Candidates learn how to implement an instructional program that facilitates English Language acquisition and development.-

The program's organizational structure provides logically sequenced instructional components, field experiences, and student teaching.

Supervising practitioners and university supervisors commented on the high level of CSUN students' commitment and dedication.

University and school district personnel consistently strive to assure that the Multiple Subject candidates are placed in classrooms with highly competent and appropriately certified cooperating teachers that reflect the strong collaboration and effective coordination with the school districts.

Concerns

Single Subject Credential Single Subject Internship Credential Single Subject BCLAD Emphasis Credential Single Subject Integrated Program

Findings on Standards

After review of the program supporting documentation, and the completion of interviews with candidates, interns, graduates, faculty, employers, and university supervision, the team has determined that all program standards are fully met with one exception. Standard 15 is met with concerns.

Program Standard 15 Learning to Teach Through Supervised Fieldwork

While the team recognizes that the field experiences provide excellent and ample opportunities for candidates to experience various aspects of classroom teaching responsibilities, the team found that SED 554 and SED 555 are only partially aligned with Standard 15 element C. Single subject candidates completing traditional student teaching are not held to the requirement of "... a full-day teaching assignment of at least two weeks."

Strengths

The Single Subject Credential Program features four options to include: Traditional, Accelerated Collaborative Teacher (ACT), Four Year Integrated Teacher Credential Program (FYI), and Single Subject Intern Program. Strong teacher linkages to the College of Education Conceptual Framework provide a solid theoretical foundation for issues related to diversity, critical reflection and ethical practice. The Program is holistic and student centered in focus. It encourages reflective practice and practical teaching applications.

CSUN graduates and candidates describe the faculty as knowledgeable, supportive, and engaging. Program curriculum emphasizes the California Content Standards and the California Standards for the Teaching Profession. The Program prepares the candidates for the rigorous realities of the classroom. Appreciating the opportunities to connect theory and practice, candidates and graduates describe their field experiences as helpful, rewarding, and pragmatic. Candidates and graduates particularly value the Program's emphasis on cultural diversity and the preparation they receive to teach in diverse settings. There is a strong emphasis on practical application activities correlated with theory and pedagogy in course offerings.

The Program serves a large geographical area and prepares students to be teachers for a variety of single subject settings. Student teachers and their supervisors receive an orientation. Supervisors regularly attend and participate in the student teaching seminars. Supervisors visit and provide immediate feedback to student teachers on a regular basis, meet regularly with master teachers (coaches), and complete formal evaluations at the mid-point of the semester (formative) and the end of the semester (summative.) Supervisors, master teachers and principals describe CSUN candidates as well-prepared, eager, and flexible. Further, the large number of student teachers placed in the same school site positively enhances the site and provides entrance into the professional community for teacher candidates. This approach creates a professional laboratory school environment that features peer mentoring (cohorts), access to a variety of veteran teachers, a network among cooperating teachers, and school-wide reflective practice.

To align with the requirements of SB 2042, the Program is also in the process of revising assessment methods and integrating TPEs and TPA into the process. Candidates are required to develop a portfolio when they enter the program and are required to continue and revise as they move through the Program. They are encouraged to commit themselves to "life-long learning."

Concerns

None noted.

Reading Certificate Reading/Language Arts Specialist Credential

Findings on Standards

The team finds that all standards for both the Reading Certificate and the Reading/Language Arts Specialist Credential Program at California State University, Northridge are fully met. The team's finding is based upon a thorough review of institutional reports and program documents and on interviews with program students, graduates, faculty, school administrators employing graduates, and observation of a graduate seminar class meeting.

Strengths

Both reading programs are based on a well-articulated sequence of courses and field practices which prepare experienced teachers to assume either school or district level leadership roles in the assessment, development and implementation of effective teaching-of-reading practices and grade level appropriate curricula for all learners. Graduates are well prepared to serve as curriculum leaders, to conduct research and program assessments, as well as to provide inservice in standards based reading and literacy development for fellow educators.

Students, without dissent, praised program faculty for their knowledge, teaching skill, energy and dedication to the students' success. Graduates and employers praised the program's research orientation along with its commitment to the broader Los Angeles community as an advocate for and contributor to literacy enhancement for all learners.

The L.A. Times Reading Center and its community tutoring practices are vital assets to this program and is a resource that teacher education programs in the Michael D. Eisner College of Education may also utilize to good advantage. Its library of resources, video-ready tutoring facilities, computer stations, seminar rooms, and educational software collections are important program components and should be fully supported and developed to fullest potential by the department and college.

The program leaders are actively engaged in partnerships with greater Los Angeles school districts to better determine in what ways this newer program may serve its constituencies and benefit from on-going assessment.

Concerns

Whenever the resources become available, The L.A. Times Reading Center's computers and educational software library should be appropriately updated. No other concerns noted.

Adapted Physical Education Credential

Findings on the Standards

Upon completion of this review, the team agrees that the standards for Adapted Physical Education are fully met.

Strengths-

The Adapted Physical Education Program was reviewed by the CCTC appointed Subject Matter panel and approved by the Commission. The program provides a strong foundation for candidates preparing to teach adapted physical education in the public schools in the San Fernando Valley area. Candidates perceive that they are held to high standards and that faculty want them to succeed. The department maintains a close relationship with program completers and uses them as field experience supervisors and in an advisory capacity. Administrators in the field reported that they would not hesitate to contact the CSUN adapted advisor when an adapted physical educator was needed to fill a position. Recent graduates noted that they had used and would continue to use the university as a resource. Advisory committee members said that they considered the program faculty as viable resources and also felt both comfortable and honored being used by the program as resources in the field.

The Center for Achievement for the Physically Disabled provides candidates with hands-on opportunities to work with adults with identified disabling conditions. The candidates unanimously reported that working with clients in the Center was one of the highlights of their preparation. In addition, the program has provided candidates with the opportunity to work with disabled candidates in an aquatic setting. Beginning in 2003, candidates will be able to participate in aquatic activities for disabled individuals in the new aquatic center, with three pools designed to meet the needs of individuals with numerous identified disabling conditions. This center will include state of the art facilities and equipment.

The program includes multiple opportunities for observations and field experience. Experienced professionals in the field feel that these observations and field experiences are critical in the preparation of adapted physical educators. Candidates in the program noted that the field experiences are important but felt that they should be built into the hourly requirements and expectations for the appropriate class.

The program is in the process of developing and field testing assessment rubrics to ensure that all candidates are meeting the adapted content standards. Early examples of portfolios show that candidates can adequately demonstrate the identified expectations.

Concerns

None noted

Education Specialist Credential Programs Mild/Moderate and Moderate/Severe Level I and Integrated Teacher Education Program Including Internship Deaf and Hard of Hearing Level I, Including Internship Early Childhood Special Education Level I

Mild/Moderate and Moderate/Severe Level II Deaf and Hard of Hearing Level II Early Childhood Special Education Level II

Findings on Standards:

Based on interviews with candidates, faculty, employers, advisory board members, graduates, supervising practitioners, credential analysts, and instructional administrators and document review, the team determines that all standards are fully met for all education specialist programs, Level I and Level II. This endorsement applies to all of the programs:

Strengths:

Exemplary Credential Program Curriculum - The Special Education faculty are to be commended for the high quality of their credential programs and the variety of pathways being offered at CSUN. The curricula has a strong theoretical and research-to-practice framework. As well, the credential programs have a broad range of exemplary field experiences in which candidates have ample opportunities to developmentally build their pedagogical skills and engage in ongoing critical reflection about their teacher decision making. Program faculty are to be commended for the multiple ways in which candidate performance is meaningfully evaluated and how this data is used for ongoing candidate growth and program improvement. Faculty regularly infuse technology applications and assignments into their curriculum. The Department of Special Education provides a variety of distance education courses such as Project PLAI and several components of the Level II credential program.

<u>High Caliber of Faculty</u> - The accreditation team found compelling evidence that the Special Education faculty are hardworking, dedicated, and outstanding professionals. Candidates stated that faculty are generous in sharing their time and expertise, even after graduation. Several faculty stated their pleasure in working in such an authentically collaborative and collegial environment. Part-time faculty and clinical supervisors are carefully chosen, provided with ongoing professional development, and invited to participate and collaborate as full partners in the department and various program areas. Students report that their faculty advisors are readily accessible for advisement, support and mentoring. Students also state that faculty use email to ensure quick response to questions and concerns.

Beyond being exemplary teacher educators, this faculty is nationally recognized for their various professional achievements. They are to be wholeheartedly commended for maintaining such high standards of practice in both teaching and professional achievement/scholarship. Faculty have successfully obtained several impressive grants, from both the private and public sectors.

Effective Partnerships and Collaborations - The four credential pathways ensure that the needs of individual candidates as well as the professional needs of the surrounding P-12 schools are being addressed. The ACT (Accelerated Collaborative Teacher Preparation Program) and ITEP (Integrated Teacher Education Program) are exemplary preservice programs that allow special education and general education candidates to pursue a cutting edge core of unified courses, cotaught by general and special education faculty and field-based practitioners, in order to practice and critically reflect on the process of collaboration and effective teaching and learning in real school settings. Other examples of significant partnership initiatives in the Department of Special Education include the CHIME Integrated Preschool, Elementary School, and planned CHIME Middle School; the Literacy Resource Lab; the Academy High School; the DELTA Project and the Professional Development Center at Polytechnic High School; the Eisner Center for Teaching and Learning; and the Carnegie Initiative, Teachers for A New Era .

Quality of Teacher Candidates - Employers, field supervisors, master teachers, and support providers report that graduates and candidates of the program are well prepared, enthusiastic, extremely professional, and quickly become an integral aspect of the respective faculties. Employers are especially impressed by candidate preparedness when coming to their initial job interview with program portfolios in hand. Employers also reported that the extensive field experiences during their credential programs resulted in special educators that entered the classroom with great confidence and competence.

Concerns:

None noted.

Clinical Rehabilitative Services Credential: Language Speech and Hearing, Audiology, Special Class Authorization

Findings on Standards:

Based on interviews with candidates, faculty, clinical supervisors, employees, advisory board members, graduates, university supervisors, field supervisors, document review and site visits, the team determines that all standards are fully met for the Clinical Rehabilitative Services credential in Language, Speech and Hearing, the Special Class Authorization, and Audiology.

Strengths:

There are many strengths in the undergraduate/graduate program in speech/language pathology and audiology. The program consistently receives accreditation from the American Speech, Language and Hearing Association (ASHA). The program is led by a highly qualified, knowledgeable faculty and clinical staff who are fully dedicated to the success of the students in the program. The faculty's genuine interest in the success of every student is evidenced by a strong clinical supervision program, supportive mentoring and constant availability for advisement.

The exemplary Distance Education program was developed as the result of a recommendation from the program Advisory Board for the Communication Disorders Department to address the

critical need for speech and language therapists in the public schools. The program was established in 1999 and graduated the first cohort in May, 2002. Current students and graduates stated that this program was their only means of obtaining a teaching credential. They referred to the program as "awesome", "fabulous", and "incredible" because of the organization of the course- work program. Students also praised the field observation and clinical experiences. Faculty reported that the students in the Distance Education program scored comparably to the residential students on the national exam.

Employers and field supervisors noted the reputation of the Communication Disorders Department for preparing and graduating exceptional students. Several stated that "CSUN students are consistently the best." Comments also stressed the ability of graduates to advocate on behalf of their program needs and the needs of their students in the schools. It was also reported that the students are exceptionally strong in the areas of language development and disorders, assessment of language disorders and techniques for language therapy. connection between academic/theoretical preparation and clinical application is exceptionally strong. The university has multiple partnerships for supervision with schools, non public schools and agencies that provide excellent opportunities for the student to work with diverse populations. The diversity is in the range of disabilities the students are exposed to in the clinical practica and in the multicultural aspect of the populations served.

The Communication Disorders program is housed in a state of the art facility that includes the very best in equipment, materials, and technology. The design of the building offers credential candidates optimum opportunity for maximum feedback on diagnostic and therapy sessions by university supervisors because every session in videotaped. The clinic building houses a model multidisciplinary Early Intervention Program that integrates OT, PT, Adaptive PE and Speech/Language pathology. Candidates for the Audiologist credential work with pediatric patients in the clinic setting, participate in a program addressing central auditory processing disorders, train in the fitting of hearing aids and participate in an aural rehabilitation program.

Concerns:

None noted.

Health Services (School Nurse) Credential Program

Findings on Standards

After review of the institutional self-study, supporting documents and interviews with candidates, full and part-time faculty, an employer, program administrators and a supervising practitioner, the team found all standards to be fully met except program standard One, Program Design, Rationale and Coordination. that was not met.

Standard 1 – Program Design, Rationale and Coordination

The program design includes an identified list of courses that has not changed in fifteen years, according to the part time faculty. The program design uses the National Association of School Nursing Standards of Practice as its organizing framework. The Principles of School Nurse Practice (HSCI 475) is recommended as the introductory class but is often taken later in the program. There does not appear to be a logical sequence of coursework and students report that they take courses in random order. The School Nurse Field Experience class (HSCI 476) is Page 46

required as the exit class. From documents or interviews, the team could not find evidence of a rationale for these particular courses or how candidates take them.

There is no *formal* program quality review or feedback mechanism from employers and preceptors to the program. The team learned only of periodic informal communication between LAUSD preceptors, and the part time program coordinator. Interviews with students indicated their concern about program structure and organization. School nurse credential candidates expressed concern about a lack of direction and focus.

There was limited evidence of a formal and consistent line of communication and authority between the education unit and the program due to its location in a different school. Coordination between faculty entities and the Dean of the school of Health and Human Development was not evident. The Dean, who attends the Teacher Education Council, has not communicated with the faculty regarding the School Nurse Credential program nor has the Teacher Education Council formally addressed the program. It was noted that effective September 2002, a faculty member was hired to assume responsibilities of coordination of the program

Strengths

None noted

Concerns

No additional concerns noted.

Pupil Personnel Service Credential: School Counseling, Including Internship

Findings on Standards

After review of the institutional self-study, supporting documents and interviews with candidates, graduates, full and part-time faculty, employers, program administrators and university supervisors, the team found that all standards in the Pupil Personnel Service Credential Program: School Counseling were fully met. The institutional self-study report presented a cohesive program utilizing the new 1999 Pupil Personnel Service Credential School Counseling Standards. Interviews consistently supported the Self-Study report.

Strengths:

There is a strong base of collaboration between the University and Local Education Agencies providing viable and effective linkages for formative practicum and fieldwork experience. This unique design offers the students multiple opportunities to become part of the professional community. Interviews revealed a well-defined and effective experiential process infused throughout. The plan of requiring a practicum component with every first-year level course, followed by a well-developed fieldwork experience in the second year, as well as the student-to-student mentoring component was extremely effective. This multi-level support system fosters a community of care, collaboration and professional development. This prepares the candidates to not only competently master an entry-level school counseling position, but to continue as advocates in transforming the profession of school counseling.

There is a high level of teamwork among the faculty and an actively involved advisory committee. Likewise, student-to-faculty ratio is a strength of the program. Students indicated that faculty are available and willing to help. Students also feel there is a balance between theoretical framework and practical application.

A unique partnering strategy with Local Education Agencies provides meaningful fieldwork that strengthens the students' learning and application of school counseling concepts. The utilization of recommended fieldwork sites, where there is an active partnership between CSUN faculty and school site supervisors, allows for a seamless experience for students, in addition to advancing the practicing school counselors in their understanding of the latest advancements in the school counseling standards and practices. The university collaboration with designated school site supervisors and the support these supervisors received through networking, training and collaboration is highly commendable. The CSUN School Counseling Program philosophy is well known and articulated by candidates, graduates, full and part-time faculty, employers, program administrators and university supervisors.

The program has a clear and concise structure and is well defined in the School Counseling Student Handbook. Culminating experiences consisting of thesis, capstone projects and graduate synthesis courses provide additional evidence of mastery of subject areas.

Concerns

None noted.

Pupil Personnel Services Credential Programs: School Psychology including Internship

Findings on Standards:

After review of the institutional report and supporting documentation, and the completion of interviews of candidates, graduates, employers, full and part-time faculty and local educational agencies, the team has determined that all program standards are fully met for the School Psychology Program except for the following which are *met minimally:*

Generic Standard 6: *Met minimally with qualitative concerns*. The Laws and Ethics course was dropped from the program and content was parceled out to other courses especially EPC 667 which is intended primarily as a professional identity (role and function) course.

Generic Standard 9: *Met minimally with quantitative concerns.* Safe school planning and school climate are not addressed in curriculum. The burden is put on the fieldwork course (EPC 659F) to provide both theory and practice for the standard.

Generic Standard 12: *Met minimally with quantitative concerns*. Students are not instructed in the skill of program development and leadership in school system change.

<u>School Psychology Standard 21</u>: *Met minimally with quantitative concerns*. Candidates are offered the opportunity to enhance personal awareness but do not explore models for sustaining personal wellness or resilience.

Strengths:

The program is committed to diversity and the candidate demographic profile reflects this commitment.

Districts seek after candidates and graduates.

Concerns:

The summer internship class numbering needs sequential clarification.

Preliminary Administrative Services Credential Professional Administrative Services Credential

Findings on Standards

The team examined program documents, supporting documentation, interviewed current candidates, program graduates, employers of graduates, part time and full time faculty, program, department, advisory committee members, College of education administrators, and university administrators. The team determined that all program standards for both the Preliminary Administrative Services Credential and the Professional Administrative Services Credential were fully met.

The faculty and leadership of the College of Education and the Department of Educational Leadership and Policy Studies demonstrated commitment to ongoing assessment and adjustment of the program through input from students, faculty, and advisory panel members regarding program effectiveness and program emphases. Careful analysis of student comprehensive examination produced data that, when shared with course faculty, produced reinforcement of course design or stimulated adjustment of course delivery or content.

The large number of new part time faculty cause the potential of a quality drain in the program performance but the faculty of the department have rallied to enthusiastically support and orient new part time faculty by providing master syllabi, sample syllabi, and identified full time faculty to serve as *course mentors* to the many new adjuncts added in the last two years for teaching in newly developed cohorts.

Students praised the courses, their faculty, and the particular attention paid to their individual needs, especially through the creation of local district cohorts for them, meeting near their places of work. In spite of the normal objections by Tier Two students about having to take the program the CSUN Tier Two students all elected to take this program because of their respect for the Tier One quality they had received and because of the cohort design, even though the program is not associated with any doctoral degree credits. While other Tier Two programs are losing enrollment the CSUN program continues to grow through its reputation and availability.

Strengths

The Administrative Services programs at CSU Northridge (CSUN) illustrate the excellence that can be achieved when IHE credential programs commit themselves to building fruitful and effective partnerships with school districts regarding the identification, preparation and induction of new educational leaders for California's schools. The university has committed its resources

to the development of extensive cohort and district based program offerings, even to the extent of integrating and orienting district based personnel as faculty across various regions and cohorts of its leadership preparation programs at CSUN. The university has grown from just over 300 students in Administrative Services to well over a thousand in just a few years because of this commitment to helping the LAUSD and other nearby districts *grow their own* local school entry level and continuing professional administrators.

Concerns

Concerns noted, as collected by interviews from faculty, students, and, employers (outside of LAUSD) included the need to keep pace with program growth by 1) ensuring quality infrastructure in terms of necessary full time faculty positions obtained and filled with quality faculty members; 2) retention of quality part time faculty; 3) the location of new cohorts, and 4) ways to prevent a purely district-based cohort from only learning a single district perspective.

Professional Comments

(These comments and observations from the team are only for the use of the institution. They are to be considered as consultative advice from team members but are not binding on the institution. They are not considered as a part of the accreditation recommendation of the team.)

Health Services (School Nurse) Credential Program

- 1. Students interviewed indicated that the classes they were required to take were a repeat of courses that they took in their BSN programs. The team recommends that program courses be offered that are clearly at a graduate level. The present success of candidates in meeting competencies appeared to be more a function of the candidates' pre-program skills, abilities, and experiences.
- 2. Students would like to see more computer technology classes and more legal issues classes offered.
- 3. The team recommends that there be regular meetings several times each year among all faculty who teach in this program. At these meetings issues of program quality and course coordination might be resolved.
- 4. Having candidates on the program School Nurse Advisory Committee would help bring their concerns to a central place that can be transmitted to the faculty team for discussion in its meetings.

Pupil Personnel Services: School Counseling Credential (including Internship)

- 1. Suggestions were made to expand the program by adding more students commensurate with the addition of faculty members to the program.
- 2. Because of the emphasis in school counseling leadership in K-12 school settings, it is suggested that a dual track credential program be developed to include both a School Counseling and Administrative Service Credential.
- 3. CSUN has created a cadre of school counseling advocates, it would be nice to link the graduate cohorts in a list serve in order for them to stay connected to the field, as well as to the University.

Pupil Personnel Services: School Psychology Credential (including Internship)

As the merged program grows, evolves and reaches toward national accreditation, it would be useful to acquire and promote an identity through the crafting of a program philosophy and mission that distinguishes the CSUN School Psychology Program from other programs. This would help in program development, focus, promotion and candidate selection.

Clinical Rehabilitative Services Credential

Several students communicated that they were unaware of the credential programs housed in the College of Education.

The student teaching course concentrated on service delivery and therapeutic techniques. However caseload and required school district documentation need to be addressed.

Single Subject Credential

The administration, faculty, and staff should be commended for their thoroughness in preparation, hospitality, assistance and willingness to comply with the accreditation team.